

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Miss Candow **Lesson #:** 1 **Facets:** Explain and Empathy

**Grade Level:** 11-12 **Numbers of Days:** 3-4

**Topic:** Plot Sequence, Beginning of Narrative Writing

**PART I:**

**Objectives**

Student will understand that well-structured event sequences are key to successful narrative writing. (Where) Being able to tell stories in an organized way will make your personal stories more engaging.

Students will know plot, conflict, point of view, setting, and how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).

Students will be able to describe the ideal sequence of events in a narrative and consider different methods of developing a narrative.

**Product:**Audio file and Timeline

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3.Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Rationale:**

The teacher will be focusing on the sequence of events in short fiction, making sure students understand that a well-structured plot line is crucial to creating a well-written narrative, and how to develop a well-structured plot.

**Assessments**

**Pre-Assessment: (Lesson 1 only)**

Students will write short personal narratives about a meaningful event in their life, in order to gauge their understanding of important narrative qualities.

**Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction**

Choral responses, in which students as a class will answer basic questions about the material as the lesson goes on, will be used for understanding. Students will also complete a handprint exercise, where they will trace their hand and write five things they learned throughout the class.‍

**Section II – timely feedback for products (self, peer, teacher)**

Students will peer evaluate their timelines using a comment card, making comments on each part of the plot and if they are flowing together in an understandable and engaging manner. The teacher will use a checklist, making sure the students are hitting each part of the plot, and offer a space for comments about how the students' plots are developing, if they need improvements, and if they're on the right track.

**Summative (Assessment of Learning):**

**Audio File** - Students will work in partners to create an audio recording explaining the ideal sequence of events in a plot. Each component of the plot diagram should be mentioned and include an explanation of the event and its importance, as well as accompany it with an example from one of the texts we have discussed in class.

**Timeline** - Students will use a timeline application to develop a narrative progression for their own fictional narrative. All of the components must be accounted for, and the story should make sense. These will be the beginnings of their final projects.

**Integration**

**Technology (SAMR):**

Students will be exploring the use of audio files to explain plot, and should include evidence sound editing by including either music or sound effects. This will reach the modification level of the SAMR model.

Students will be using a timeline application that allows students to easily add events at any point in time, accompanied by pictures or audio files, which will make it to the augmentation level of SAMR.

**Music:**One of the examples students will use to dissect plot will be a musical ballad.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a sequence chart to map out the sequence of events in a narrative. Students can use either the example text they will be reading, or one of the in class examples. Students will use group checks to rearrange scrambled plot diagrams in order to see how different sequences can change the narrative. They will then form a human timeline and explain their reasoning for the sequence they develop.

**Section II – Groups and Roles for Product**

With partners, students will create an audio recording explaining the ideal sequence of events in a plot. Each student will be required to speak in the audio file, with each student covering at least two sections of the plot diagram, including explanation and example.

On their own, students will use a timeline application to begin developing a narrative progression they will use for their final project. These timelines will be peer reviewed.

**Differentiated Instruction**

**MI Strategies**

**Verbal:** Students will be reading a short fiction example, and in class we will discuss the different parts of the plot using the example text.

**Logic:** Students will be using a sequence chart as an organizer, allowing them to see the order of important plot points.

**Visual:** A plot mountain diagram will be used to visually show students how the plot progresses.

**Musical:** The hook will be a music video with a plot line that will be used to explain the different parts of a plot.

**Kinesthestic:** In small groups, each person will be given a different event in a timeline. They will then need to move and form human timelines in the correct sequence of events.

**Intrapersonal:** Students use a handprint exercise at the end of class to reflect on the information they learned during the class.

**Interpersonal:** Students will work in partners on an audio file explaining the ideal sequence of a plot. They will also have group brainstorm sessions for work on their timelines.

**Naturalist:** An important part of the plot exposition is detailing the physical setting of a narrative, and this will be discussed in context of several different texts.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

See the paragraph on the syllabus. If students are absent for the whole lesson, they will be expected to find a time to meet with me so I can give them the basics of what they've missed. Students will have to independently finish any in-class work. If they are not able to complete the partner audio file, they will have to do the project on their own, with accommodations.

**Extensions**

**Technology (SAMR):**

The audio file can reach a redefinition level if it is accompanied by a video product.

If media is included in the timeline, it may reach redefinition level.

**Gifted Students:**

Gifted students will create a video to go along with their audio file. Videos should show the different parts of a plot visually while they are being explained.

**Materials, Resources and Technology**

Laptops/iPads

Pencils/Paper

Sequence chart handout

Copy of "A Good Man is Hard to Find" by Flannery O'Connor

**Source for Lesson Plan and Research**

http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf

Sequence chart handout

http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/plotdiagram.pdf

Plot diagram

http://xroads.virginia.edu/~drbr/goodman.html

"A Good Man is Hard to Find" by Flannery O'Connor

https://www.youtube.com/watch?v=sOnqjkJTMaA

"Thriller" by Michael Jackson

http://literarydevices.net/#gti\_R

All definitions used can be found here

http://www.shmoop.com/good-man-hard-to-find/plot-analysis.html

Plot analysis of AGMIHTF

http://manual.audacityteam.org/o/man/tutorials.html

https://www.youtube.com/watch?v=aCisC3sHneM

Audacity tutorials

https://www.hstry.co/

HSTRY timeline creator

http://www.lifetrackapp.com/Welcome.html

LifeTrack timeline app

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*

Class will be arranged with desks in groups of four. This is ideal for cooperative and group learning.

**Agenda (include days and times)**

Day one:

Pre-assessment and sharing - 25 minutes

Play "Thriller by Michael Jackson as a hook - 15 minutes

Explanation of plot, each section of a plot diagram in detail, as well as accompanying vocabulary - 25 minutes

Group timeline activity - 10 minutes

Handprint exit ticket - 5 minutes

Assignment: Read "A Good Man is Hard to Find", use sequence chart handout and begin filling it in using the text

Day two:

Go over the homework text, picking the text apart from exposition to falling action - 40 minutes

Begin explaining the audio project, have students partner up - 20 minutes

Begin introducing them to audio websites/software - 20 minutes

Assignment - Individually, create possible outlines for their audio files

Day three:

Time to work on creating a formal transcript for their audio file, working with audio software - 50ish minutes

Explain final performance task, begin work on timeline assessment which they will use for their final narrative - 20 minutes

Introduce students to timeline application/project - 5-10 minutes

Assignment - Finish audio files for next class, begin thinking of plotlines for own stories

Day four:

Brainstorm plotlines in small groups, using the timeline application to solidify things - 50 minutes

Begin lesson 2 - 30 minutes

**Teaching and Learning Sequence**

Students will understand that well-structured event sequences are key to successful narrative writing. Being able to tell stories in an organized way will make your personal stories more engaging. Common Core Standards are: *3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.* *a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.* *b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.* As a pre-assessment, students will write short personal narratives about a meaningful event in their life, in order to gauge their understanding of important narrative qualities. I will give students a chance to share these if they want, but it will not be necessary. I will be looking to see if stories have a plot, if they have any sort of tone (happy, sad, etc.), if the student includes any details. As a hook, the students will watch the music video["Thriller" by Michael Jackson](https://www.youtube.com/watch?v=sOnqjkJTMaA). This video has a short plot line, while appealing to visual and musical intelligences.

**Where, Why, What, Hook Tailors:** Verbal/Linguistic, Interpersonal, Musical, Visual/Spacial

**Second** **Paragraph**

Students will know plot, conflict, point of view, setting, and how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution). See content notes for further details. Students will use a[sequence chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf)to map out the sequence of events in a narrative. Specifically, they will be filling out this chart in terms of the events of ["A Good Man is Hard to Find"](http://xroads.virginia.edu/~drbr/goodman.html)by Flannery O'Connor. Students will use group checks to rearrange scrambled plot diagrams of common fairy tales, putting them in order to see how different sequences can change the narrative. They will then have to explain their plot line to the classroom, defending where they put events in their sequence. Choral responses, in which students as a class will answer basic questions about the material as the lesson goes on, will be used for understanding. This includes asking students simply "Is everyone with me?" or more detailed questions like "Characters are introduced in which section of the plot diagram?" Students will also complete a handprint exercise, where they will trace their hand and write five things they learned throughout the class period.

**Equip, Explore, Rethink, Tailors:** Verbal/Linguistic, Logic/Mathematical, Interpersonal, Intrapersonal, Bodily/Kinesthetic

**Third** **Paragraph**

Students will be able to describe the ideal sequence of events in a narrative. They will prove this by creating an audio file explaining the ideal sequence of events in a plot, as well as providing examples from text/plots we have looked at in class. They will be doing this in partners, using audio editing software such as [Audacity](http://www.audacityteam.org/). They will be given time in class to explore the audio software and to ask questions. They will also have access to online tutorials found [here](http://manual.audacityteam.org/o/man/tutorials.html) and [here](https://www.youtube.com/watch?v=aCisC3sHneM" \t "_blank).They will have time in class to work in pairs on their project, allowing me to monitor how well the students are cooperating. Students will also be able to consider different methods of developing a narrative. One of these methods is to create a timeline of events in a narrative piece. On their own, students will use a timeline application to develop a narrative progression, which they will be using for their final projects. These timelines will be brainstormed and workshopped with their peers. They will be using timeline applications such as [LifeTrack](http://www.lifetrackapp.com/Welcome.html" \t "_blank) or [HSTRY](https://www.hstry.co/).

**Experience, Revise, Refine, Tailors:** Interpersonal, Intrapersonal, Verbal/Linguistic, Logical/Mathematic

**Fourth** **Paragraph**

I will be using a checklist for the audio files, making sure that each part of the plot has been touched upon, explained, and given an example. I will also have a comment space, just to make notes about auditory presence and my personal observations of teamwork. I will also be using a checklist and comment section for the timelines, once again making sure that each section of the plot diagram is touched upon. I will make note of the story itself, if it sounds too complicated or too simple, and if it flows together nicely. In the process of creating both of these, students will have time in class to work on them. During these times, I will be walking around and checking in with students, monitoring their progress and making sure they understand the project. Both of these projects connect to the rest of the unit as plot is a crucial part of narrative progression. They will also be using the timeline they create in their final project, as this will be the plot they follow for their final narrative, and can use the timeline on their blogs.

**Evaluate, Tailors:** Verbal/Linguistic, Interpersonal, Bodily/Kinesthetic

**Teacher Content Notes**

Students will know:

Plot - The events that make up a narrative. It is the foundation for which narratives are built.

Conflict - A struggle between two opposing forces. These can be: person v. person, person v. nature/society/higher power, person v. self. The first two conflict situations are external, in which the protagonist is opposing forces outside of their mind. The final situation is internal, in which the protagonist is fighting with themselves, often from a moral point of view (good/evil, vice/virtue).

Point of View - The mode of narration in which the story is being told.

Examples include:

First person - Using pronouns such as me/myself/I. These narratives are told from the perspective of a single person, telling the story to another party. This results in an unreliable narrator, who's recollection of the events may be skewed by personal perception. First person narrators may lie, bend the truth, or exaggerate.

Second person - Using pronouns such as you/yourself. This is an uncommon narrative technique, but if done right it can have its strengths. It places the reader into the narrative, a tactic more likely to hook and engage the reader.

Third person (single character) - Uses pronouns such as she, he, they. Third person focusing on a single character allows the author more leeway in describing events, but it still leads to unreliable narration, as the reader is only seeing the thoughts, feelings, and perceptions of a single character.

Third person (omniscient) - Uses pronouns such as she, he, or they. This gives the author total omniscience. Readers can see the thoughts, perceptions, and motivations of all characters. Every piece of information is reliable, as there is nothing hidden from readers.

Setting - The environment in which a narrative is taking place. This includes physical setting and time (morning, evening, winter, summer, etc.).

How to form a plot using the different sections of a plot diagram, including:

Exposition - Introduces background information, including setting, situation, and characters. It is the beginning of a narrative, making sure the reader will better understand the events to come. The conflict may be introduced here.

Rising Action - A series of events leading up to the climax. Rising action is designed to create interest, tension, and suspense. If the conflict has not already been introduced, it will be done so here.

Climax - This is where the conflict or tension hits its highest point. It is the turning point in the plot, where the rising action stops and falling action begins. Often times, the conflict may be solved in this moment.

Falling Action - Events occurring immediately following the climax. These events cover the results and possible consequences of the events of the climax.

Denouement/Conclusion/Resolution - This is the final resolution of a narrative. It clarifies anything that may have been left unclear after the conflict, and leaves readers feeling satisfied with the ending of a narrative. Not every work of fiction has a solid conclusion.

A comprehensive list of literary devices can be found [here](http://literarydevices.net/#gti_R).

Day one will begin with the pre-assessment. For the pre-assessment, students will have about 15 minutes to write their own short personal narrative telling about a specific event in their life. Examples of this could include: a fight with a friend, accomplishing a task, or overcoming a fear. At the end of the given time, students will have a chance to read aloud their personal narratives before they are collected. The goal of this is to get students thinking about narratives, and so the teacher can see where the class is at in understanding how to put a plot together.

Following this, the teacher will play the full [music video for "Thriller" by Michael Jackson](https://www.youtube.com/watch?v=sOnqjkJTMaA) as a hook. The video has a plot line, with which the teacher will use to give examples for most of the vocabulary listed above, focusing on the different parts of a plot.

Exposition - The music video starts off with a scary film that characters in the video are watching, leading to the introduction of the characters (Michael Jackson and his date) and the setting (night time, near a cemetery).

Rising action - Michael Jackson begins singing, messing around and teasing his date for being scared of the movie. Once the main verses are done, the audience sees zombies begin to rise from the nearby cemetery and surround the couple.

Climax - Michael Jackson becomes a zombie, and then him and the other zombies proceed to dance.

Falling action - The girl runs away, only to be chased by the zombies. She closes her eyes and accepts fate.

Resolution - The girl wakes up to realize that everything has been simply a nightmare. Everything appears to be back to normal, until Michael Jackson briefly turns around, breaking the fourth wall and showing the audience his yellow eyes.

After this, students will participate in a group activity. Student will be split into groups of five, one for each section of a plot diagram. Each group will be given an envelope, each with a different plot line of a common fairy tale split into five different pieces of paper. Students will have to put them in the correct order, and then explain to the class why each section fits as a certain part of the plot diagram, with each student covering at least one section. Finally students will fill out hand print exit tickets, where they will trace their hands and in each finger, write a different piece of information they received in class. Their assignment is to read "A Good Man is Hard to Find" by Flannery O'Connor, using the sequence chart to list event and labeling each section with which part of the plot diagram it belongs to.

Day two will begin with going over "A Good Man is Hard to Find", highlighting each section of a plot diagram. Students should be the ones giving their thoughts on each section, giving explanation to their through process. [This](http://www.shmoop.com/good-man-hard-to-find/plot-analysis.html) schmoop.com entry could be helpful in guiding discussion.

After this, the teacher will begin explaining the audio project, explained in the summative section of part one. Texts from class that students can use for example include: "Thriller", "A Good Man is Hard to Find", or any of the fairy tales discussed. Student will then split into partners of their own choosing. They will then be introduced to audio editing software, such as Audacity. Tutorials for Audacity can be found [here](http://manual.audacityteam.org/o/man/tutorials.html) and [here](https://www.youtube.com/watch?v=aCisC3sHneM).

Their assignment is to individually begin planning a transcript for the audio file.

Day three will primarily be a work day, where students will form complete transcripts and continue getting comfortable with the audio software.

Students will also be introduced to the final performance task, as they will begin working on this. They will be given the timeline assignment, detailed in the summative section above. Students will also begin exploring different timeline applications, such as [LifeTrack](http://www.lifetrackapp.com/Welcome.html" \t "_blank) or [HSTRY](https://www.hstry.co/).

Their assignment is to begin brainstorming plot ideas and mapping them out using the timeline software. They will also need to complete their audio file for next class.

Day four will begin with students getting in groups and discussing their plots further with their peers. By the end of this workshop, they should have complete ideas for their plotlines, as well as having them mapped out correctly according to a plot diagram. They will have second opinion on their plotline. The teacher will then move on to lesson two.

Their assignment is to complete the timeline assignment and whatever assignments may be added in lesson two.

**Handouts**

Sequence Charts

Checklists

Possibly the text of "A Good Man is Hard to Find"

Basic plots of 3-4 fairy tales

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students will have detailed instructions explaining what is expected in their audio files and timelines, including the items that will be included in the checklist. They will also be made aware that the reason the timelines must be plots of their own creation is that they will be using them for their final projects. Plot lines in themselves provide organization and order that clipboard learners thrive on.

***Microscope:*** Sequence charts will help these learners to analyze and look at the content themselves. There will be many opportunities for microscope learners to work out plot lines on their own or in small groups, allowing them to investigate the content on their own. Plot lines are also very sequential, appealing to the microscopes need for things to be logically placed.

***Puppy:*** Group work, such as the group timeline activity, will allow puppy learners to work with their peers, discussing and working through the content with their peers. The audio file project will also give puppy learners a chance to work in partners. The group brainstorming of plot lines and peer workshopping with allow these learners to get support from the people around them on their timelines.

***Beach Ball:*** The beach ball learners will find comfort in the openness of interpretation for the audio assignment. They have the option to be creative and to explore different ways to express the expected information. They will also enjoy the timeline project, as they will be creating their own plot lines, allowing them to create and experiment with their own potential stories.

***Rationale:*** It is important to consider a variety of learners in the classroom, and to be able to adhere to each of them in some way. Group discussions and working in partners allows students to foster social interactions and engage with their peers. Sequence charts and plot diagrams give students an understanding of the importance of organization and how order can affect outcome.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

**Section I – checking for understanding strategy during instruction**

Choral responses, in which students as a class will answer basic questions about the material as the lesson goes on, will be used for understanding. Students will also complete a handprint exercise, where they will trace their hand and write five things they learned throughout the class.‍

**Section II – timely feedback for products (self, peer, teacher)**

Students will peer evaluate their timelines using a comment card, making comments on each part of the plot and if they are flowing together in an understandable and engaging manner. The teacher will use a checklist, making sure the students are hitting each part of the plot, and offer a space for comments about how the students' plots are developing, if they need improvements, and if they're on the right track.

***Summative:***

**Audio File** - Students will work in partners to create an audio recording explaining the ideal sequence of events in a plot. Each component of the plot diagram should be mentioned and include an explanation of the event and its importance, as well as accompany it with an example from one of the texts we have discussed in class.

**Timeline** - Students will use a timeline application to develop a narrative progression for their own fictional narrative. All of the components must be accounted for, and the story should make sense. These will be the beginnings of their final projects.

***Rationale:*** Students understanding will be checked regularly without fear of failing a content check. They will also have time to reflect on their own learning, taking responsibility for their learning. The assessments will give them opportunities to reinforce their learning and to display their understanding, as well as applying it to their own creation in order to lay the groundwork for their final projects.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

Students will know plot, conflict, point of view, setting, and how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).

***MLR or CCSS or NGSS:***

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

***Facet:*** Explain and Empathy

***Rationale:*** Students will be exploring the creating of well-structured event sequences by analyzing and then creating plot lines of their own. They will have understandings of conflict, situation, point of view, and characters, beginning to create these for their own narratives, as well as exploring those in other texts. Students will also begin understanding narrative techniques that aide in the creation of a smooth plotline.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** Students will be reading a short fiction example, and in class we will discuss the different parts of the plot using the example text.

**Logic:** Students will be using a sequence chart as an organizer, allowing them to see the order of important plot points.

**Visual:** A plot mountain diagram will be used to visually show students how the plot progresses.

**Musical:** The hook will be a music video with a plot line that will be used to explain the different parts of a plot.

**Kinesthetic:** In small groups, each person will be given a different event in a timeline. They will then need to move and form human timelines in the correct sequence of events.

**Intrapersonal:** Students use a handprint exercise at the end of class to reflect on the information they learned during the class.

**Interpersonal:** Students will work in partners on an audio file explaining the ideal sequence of a plot. They will also have group brainstorm sessions for work on their timelines.

**Naturalist:** An important part of the plot exposition is detailing the physical setting of a narrative, and this will be discussed in context of several different texts.

***SAMR:***Students will be exploring the use of audio files to explain plot, and should include evidence sound editing by including either music or sound effects. This will reach the modification level of the SAMR model.

Students will be using a timeline application that allows students to easily add events at any point in time, accompanied by pictures or audio files, which will make it to the augmentation level of SAMR.

***Rationale:*** The content will reach each of the multiple intelligences in some way, allowing students to have a variety of connections to the learning material. Introducing students to different technology allows them to be adept in a technological world. Audio applications especially are often overlooked and underutilized, but here students will get the chance to become familiar with software they might have otherwise overlooked.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** Students will be able to foster their creativity in the beginnings of their final narrative projects. They will also be given many chances to discuss their own thoughts on plot sequences, defending their interpretations of the texts. Through their pre-assessment, students will understand that plot and narrative progression is an important part of their own personal storytelling. Students will be given the chance to reflect on their work and their learning alone and in groups throughout the lesson. I will be monitoring students’ progress and understanding through in class work time.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Students will be using audio files and timelines to explore technology. The timelines will help them to create the groundwork of their final narrative. Students will be exposed to many different learning styles and intelligences designed to reach a variety of students. Both summative assessments allow students to show off their content knowledge in interesting and creative ways.